

## Assessment Schedule – 2018

### Demonstrate understanding of a variety of spoken Cook Islands Māori texts on familiar matters (91113)

#### Assessment Criteria

Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrate understanding of a variety of spoken Cook Islands Māori text on areas on familiar matters.</p> <p><i>Rauka i te tamariki i te akaari mai e kua marama rātou i te au manako tei tuatuaia ki roto i te reo Māori tei matau ia e ratou.</i></p>	<p>Demonstrate clear understanding of spoken Cook Islands Māori texts on areas of familiar matters.</p> <p><i>Rauka i te tamariki i te akaari mai e kua marama rātou i te au manako mamaata e te puapinga i roto i te au manako tei tuatuaia ki roto i te reo Māori tei matau ia e ratou</i></p>	<p>Demonstrate thorough understanding of a variety of spoken visual Cook Islands Māori texts on areas of familiar matters.</p> <p><i>Rauka i te tamariki i te akaari mai e e kua marama tikai rātou i te au manako mamaata, puapinga e pera te au manako turu i te au manako tei tuatuaia ki roto i te reo Māori tei matau ia e ratou.</i></p>

Not Achieved	Achievement	Achievement with Merit	Achievement with Excellence
<p>Demonstrates limited or no understanding of the spoken texts.</p> <p>Some information is correct. The candidate has not shown understanding of the general meaning (gist) of the spoken texts. The response is logically inconsistent, indicating misunderstanding.</p>	<p>Demonstrates understanding and makes meaning of the relevant information, ideas, and opinions from the spoken texts.</p> <p>Information is largely correct. The candidate has shown understanding of the general meaning of the spoken texts. The response is consistent.</p>	<p>Demonstrates clear understanding by selecting relevant information, ideas, and opinions from the spoken texts and communicating them unambiguously.</p> <p>Information correctly includes relevant detail from the spoken texts. The candidate attempts to communicate implied meanings, and shows partial understanding of some nuances.</p>	<p>Demonstrates thorough understanding of the implied meanings or conclusions within the texts.</p> <p>Relevant information, ideas, and opinions, with supporting detail, are selected and expanded on. The response shows understanding of nuances and meanings not obviously stated in the spoken texts.</p>

Possible evidence is not limited to these examples. Answers are judged holistically, not solely on the basis of evidence included in the schedule.

Assessment judgements are based on the level of understanding shown, rather than knowledge of individual lexical items.

**Evidence**

Question ONE	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) Possible evidence showing understanding of what Mere was worried about and why.</p>	<ul style="list-style-type: none"> <li>• Too much rubbish in the drum.</li> <li>• Too much plastics, cans, and paper bags.</li> <li>• Rubbish not sorted.</li> <li>• Damage to the environment.</li> <li>• The extreme weather conditions.</li> </ul>	<ul style="list-style-type: none"> <li>• Too much rubbish in the drum and not sorted.</li> <li>• The amount of rubbish such as plastic bottles or bags, paper boxes and empty cans.</li> </ul>	<ul style="list-style-type: none"> <li>• She is worried because most of the rubbish in the drum is a result of her family buying too many processed food items from the shop in plastic bags, paper bags, and cans.</li> </ul>
<p>(a) Tetai au akaraanga no runga i te tumu i taitaia ei a Mere.</p>	<ul style="list-style-type: none"> <li>• E maata tikai te ti tita i roto i ta ratou taramu tita.</li> <li>• E maata te tita paratitiki, anga punu, peapa.</li> <li>• Kua kairo ua te au tita.</li> <li>• E maata te au kai oko mei te toa</li> <li>• E maata te kino e tupu nei ki to tatou Aorangi.</li> </ul>	<ul style="list-style-type: none"> <li>• E maata roa te au tita i roto i ta ratou taramu tita e kua kairo ua te reira.</li> <li>• E maata oki te te tita paratitiki, anga punu, pia peapa</li> </ul>	<ul style="list-style-type: none"> <li>• E te ki nei ta ratou vairanga tita i te au tita paratitiki e te punu no te mea e maata oki kai punu ta tona ngutuare i oko mai i roto i te toa e pera katoa kua vai'ia ki te paratitiki me kare te peapa.</li> </ul>
<p>(b) Possible evidence showing understanding of how Mere is going to change her ways.</p>	<ul style="list-style-type: none"> <li>• Use pandanus baskets when going shopping.</li> <li>• Reuse some of the rubbish: reuse / recycle.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the pandanus baskets, hand bags when shopping.</li> <li>• Set drums around school for sorting plastics, cans, and papers.</li> </ul>	<ul style="list-style-type: none"> <li>• Mere decides to set up a competition for the students in her class on ways to protect our environment.</li> <li>• Mere will make some changes herself, like using reusable bags for shopping, but also encourage others to change too, by putting out different drums at school to recycle some of the rubbish.</li> </ul>
<p>(b) Tetai akaraanga e kua marama no runga i tetai au ravenga ta Mere ka taangaanga no te tau i tona au tu.</p>	<ul style="list-style-type: none"> <li>• Taangaanga i te kete rauara, kete kakau e te pute me aere ki te toa okooko.</li> <li>• Taangaanga akaou i te au tita tau no te taangaanga akaou.</li> </ul>	<ul style="list-style-type: none"> <li>• Taangaanga i te kete rauara, kakau e te pute me aere ki te toa okooko.</li> <li>• Akanoo i tetai au taramu ki te Apii no te au paratitiki, punu e te peapa.e oti akatakake i te au tita ki roto i to ratou taramu rai.</li> </ul>	<ul style="list-style-type: none"> <li>• Kua tamanako a Mere i tetai tarere na te au tamariki i roto i tana pupu no runga i te akaiti mai i te reva kino.</li> <li>• Ka tieni katoa a Mere i tona oraanga na roto i te taangaanga anga i te kete rauara me aere okooko e pera katoa no te akamaroiroi atu i te au tangata kia tieni katoa ratou, na roto i te oronga anga i tetai au taramu vairanga tita tuketuke ki roto i te apii.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<p>(a) <i>Possible evidence showing understanding of why this is a big day for Tereapii.</i></p>	<ul style="list-style-type: none"> <li>• Tereapii is going to America.</li> <li>• He is leaving his family behind.</li> <li>• He is moving to Orlando.</li> <li>• He will be joining a basketball team while in America.</li> </ul>	<ul style="list-style-type: none"> <li>• Tereapii is going to America on a scholarship.</li> <li>• He is moving to America and will be living in Orlando for three years.</li> <li>• He will be joining an NBA basketball team.</li> </ul>	<ul style="list-style-type: none"> <li>• He is going to America on a scholarship to study law and will be living in Orlando for three years.</li> <li>• He is leaving his family to travel to America, where he will study and play NBA basketball.</li> </ul>
<p>(a) <i>Tetai akaraanga e kua marama e eaa te tumu i riro ei teia ra i roto i te tua ei ra maata no Tereapii.</i></p>	<ul style="list-style-type: none"> <li>• Te aere nei aia ki Marike.</li> <li>• Te akaruke nei aia i tona ngutuare tangata.</li> <li>• Ka noo aia ki Orlando.</li> <li>• Ka piri atu aia ki te paketeporo maata.</li> </ul>	<ul style="list-style-type: none"> <li>• Te aere nei aia ki Marike na roto i tetai apii teitei (scholarship).</li> <li>• Ka aere aia ki Apii i Marike e ka noo aia ki Orlando.</li> <li>• Ka piri atu aia ki te paketeporo maata koia te NBA.</li> </ul>	<ul style="list-style-type: none"> <li>• Te aere nei aia ki te apii teitei i Orlando no tetai toru mataiti no te tautaanga kia rauka tona peapa apii teitei no te ture (roia).</li> <li>• Te akaruke nei oki aia i tona ngutuare tangata no te aere ki Marike e i te tuatau iaia e aere ra ki te apii teitei ka piri atu aia ki te paketeporo maata koia te NBA.</li> </ul>

Question TWO	Achievement	Achievement with Merit	Achievement with Excellence
<i>(b) Possible evidence showing understanding of what advice and gift Tereapii receives.</i>	<ul style="list-style-type: none"> <li>• They gave a pearl necklace to him.</li> <li>• They told him to be happy.</li> </ul>	<ul style="list-style-type: none"> <li>• His family gave him a necklace as a gift for his departure.</li> <li>• His grandmother said to him, “I will pray for you every day”.</li> </ul>	<ul style="list-style-type: none"> <li>• His parents and family gave him a necklace of pearls to show their love for him.</li> <li>• His grandfather said to him be strong like the breadfruit, be alert like the duck.</li> </ul>
<i>(b) Tetai akaraanga no runga i te au reo porokirokianga e te au apinga aroa kia Tereapii.</i>	<ul style="list-style-type: none"> <li>• Kua oronga i tetai ei poe parau nona.</li> <li>• Kia mataora koe i toou aereanga.</li> </ul>	<ul style="list-style-type: none"> <li>• Kua oronga i te ei parau ei apinga aroa kia Tereapii.</li> <li>• Kua akakite tona Tupuna vaine a mama Teina, “ka pure atu au noou i te au ra katoatoa”.</li> </ul>	<ul style="list-style-type: none"> <li>• No te inangaro o tona nga metua iaia kua oronga i te ei parau ei apinga aroa.</li> <li>• Kua porokiroki tona tupuna tane a Papa Nipu, e taku mokopuna, kia pukuru o vaevae, kia mokora o kaki.</li> </ul>
<i>(c) Possible evidence showing understanding of Tereapii’s relationship with his family.</i>	<ul style="list-style-type: none"> <li>• Tereapii loves his parents.</li> <li>• This family has a happy relationship.</li> <li>• His mother and grandparents cried because he is leaving.</li> </ul>	<ul style="list-style-type: none"> <li>• Tereapii loves his family and they love him.</li> <li>• Mama Teina hugs him and tells him that she is going to miss him.</li> </ul>	<ul style="list-style-type: none"> <li>• Tereapii is respectful and appreciates everything that his parents have done for him that allows him to pursue his dream.</li> <li>• Mum says that the sea will not separate us and she tells him to go and be happy, and that he should contact his dad if there is a problem.</li> </ul>
<i>(c) Tetai akaraanga e kua marama i te tu o te pirianga i rotopu ia Tereapii e tona ngutuare tangata.</i>	<ul style="list-style-type: none"> <li>• E tamaiti kauraro i tona nga metua.</li> <li>• E tamaiti inangaro i tona nga metua.</li> <li>• Kua aue oki tona mama e tona ruaua vaine iaia.</li> </ul>	<ul style="list-style-type: none"> <li>• E tamaiti inangaro e te akaperepereia e tona ngutuare.</li> <li>• Kua takave tona mama ruau a Mama Teina ia Tereapii no tona inangaro iaia e kua akakite i tona maromaroa.</li> </ul>	<ul style="list-style-type: none"> <li>• E tu kauraro e kua akameitaki i tona nga metua no ta raua utuutuanga iaia e te tututuru kia rauka tana moemoea.</li> <li>• Kua akakite tona mama kia ia kare te moana e riro i te akatakake ia taua, e kua akakite katoa aia kia mataora koe i toou aereanga.</li> </ul>

Question THREE	Achievement	Achievement with Merit	Achievement with Excellence
(a) Possible evidence showing understanding of the disadvantages of staying in Auckland on exchange.	<ul style="list-style-type: none"> <li>• Many awful things happening in Auckland.</li> </ul>	<ul style="list-style-type: none"> <li>• Lots of stealing in Auckland.</li> <li>• Speeding on the roads.</li> </ul>	
(a) Tetai au akaraanga no runga i te tumu e kare a Akarana i te oire meitaki i te noo.	<ul style="list-style-type: none"> <li>• E maata te au angaanga kikino e tupu nei i roto i teia oire.</li> </ul>	<ul style="list-style-type: none"> <li>• Te tupu nei te keikeiia i roto i teia oire.</li> <li>• Te akaoro viviki i runga i te mataara.</li> </ul>	
(b) Possible evidence showing understanding of the advantages of staying in Auckland on exchange.	<ul style="list-style-type: none"> <li>• Many fruits, clothing, different types of food in the shops.</li> <li>• There is a market day.</li> <li>• There are cheap things sold in the shops.</li> <li>• Lots of Pacific Island people living there.</li> </ul>	<ul style="list-style-type: none"> <li>• Manukau Institute of Technology (MIT) is in Auckland.</li> <li>• Auckland suburbs have markets every Saturday.</li> </ul>	<ul style="list-style-type: none"> <li>• Many Cook Island students are enrolled and studying at MIT.</li> <li>• Auckland is a big city with lots of places to visit.</li> <li>• The shops have many items, such as clothing, fruits, and food at very low prices.</li> </ul>
(b) Tetai au akaraanga no runga i te oire ko Akarana te ka riro ei turuturu i tetai uatu tangata te ka noo ki reira? Oronga mai i tetai akaraanga mei roto mai i te tua.	<ul style="list-style-type: none"> <li>• E maata te au apinga e oko ia nei i te toa mei te au kai ua rakau, pona, te au kai tuketuke.</li> <li>• E rave ia na te makete.</li> <li>• E mama te oko i te au apinga i te toa.</li> <li>• E oire maatamaata.</li> </ul>	<ul style="list-style-type: none"> <li>• Tei roto i teia oire te Apii teitei ko te MIT.</li> <li>• E rave ia na te okooko i te makete i te au maanakai katoatoa.</li> </ul>	<ul style="list-style-type: none"> <li>• E maata katoa te au tamariki Kuki Airani e aere nei ki te Apii teitei ko te MIT.</li> <li>• E oire maatamaata a Akarana e e maata katoa te au ngai no te tutaka.</li> <li>• E tuke katoa oki te ture o te mataara mei to te Kuki Airani.</li> </ul>

### Judgement Statement

Achievement	Achievement with Merit	Achievement with Excellence
Minimum of 2 <b>A</b> AAN, AAA, AAM, AAE, AMN, AEN	Minimum of 2 <b>M</b> MMN, MMA, MMM, MME, MEN, MEA	Minimum of 2 <b>E</b> EEN, EEA, EEM, EEE